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Talking at Home and School - Foundation

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Teaching overview

Talking at Home and School - Foundation

Learning focus:

Notice who is involved, where the exchange happens and what the speaker needs.
Compare and try useful messages.
The same wording may work in more than one situation.



Six lessons:

1 People and places



2 Same need, two people



3 Useful information



4 One person, different places



5 Scene switch and repeat



6 Talk that fits



Plan 35 minutes per lesson.

Read all prompts aloud. Use the 24-slide presentation for modelling and the 22-slide quiz for teacher-led review. The quiz has questions with separate feedback slides.



Resource map:

Displays and relationship cards introduce WHO, WHERE and NEED. Eight paired situations, two comparison materials and 12 message cards support rehearsals. Three worksheets have adjacent example and practice pages. The trail game has a board, rules and context/need cards. Finish with two assessment pages and the rubric.



Access:

Accept home language, dialects, AAC, pointing, rehearsal and teacher scribing. Use pretend family settings; no personal disclosure is needed. Eye contact, accent, spelling and performance confidence are not assessed.



Assessment:

Sample home and school, two relationships and a person switch. Record the child's exact words or supported choices and one simple reason. Accept more than one clear respectful message, including direct urgent help.



Preparation:

Print resources at actual size. Teacher cuts cards or provides safe scissors. Gather a bag, book, red pencil, puzzle and ball; use pictures instead if needed. Keep pretend contexts calm. Never simulate injury or danger.



Everyday follow-up:

Revisit WHO, WHERE and NEED during drawing, borrowing and packing away. Model listening to the reply and asking again when a message is unclear.



Lesson 1: Who is here? Where are we?

35 minutes - flexible transitions.

Learning intention:

I can notice the person, place and need.

Success:

- Recognise who/where,
- convey the need and
- give a simple supported reason.

Materials:

- People, Places, Messages display
- relationship cards
- paired scene page 1
- Spot the People and Place
- Presentation slides 2-6.



1 Launch and model - 5 min

Show the puzzle-help pair.

At home say, "Can you help me with this puzzle?"

In class say, "Can you help me fit this piece?"

Think aloud: "I know who can help, where we are and what I need."

Read each reply.



2 Guided practice - 8 min

Point to the family adult/teacher and home/classroom cues.

Ask "Who? Where? What is needed?"

Compare the two messages.

Either clear message could work in both scenes.



3 Try it - 12 min

Partners pick a relationship card and rehearse asking for help with a pretend puzzle.

Swap roles.

Use the low-ink cards set by pointing, circling or scribing, drawing is optional.



4 Check - 5 min

Show a new teacher/classroom scene.

Record each learner's person, place and actual message as a baseline.



5 Reflect - 5 min

Ask "How did your listener know what you needed?"



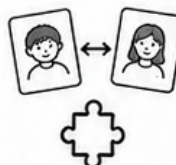
Support:

Offer two picture choices and an AAC help symbol; model then rehearse with an adult.



Extension:

Change the listener but keep puzzle help as the need; ask why the wording fits.



Misconception:

A sentence belongs to only one person.

Correction:

Check clarity and context; more than one message may fit.

Follow-up:

Notice help requests during class routines.

Lesson 2: Same need, different person

35 minutes - flexible transitions

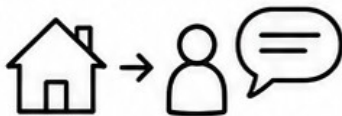
Learning intention

I can try a message with two different people.



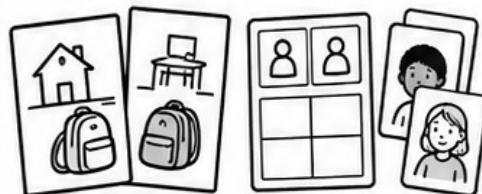
Success

- Recognise who/where.
- Convey the need.
- Give a simple supported reason.



Materials

- Paired scene pages 1-2.
- Both Compare-and-Try mats.
- Relationship cards.
- Presentation slides 7-9.



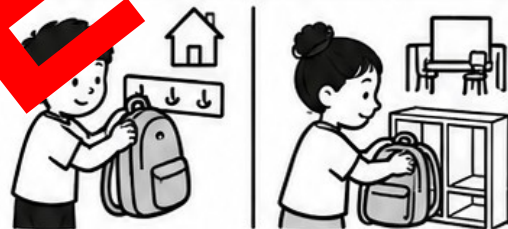
1 Launch and model - 5 min

Keep joining a game as the need.
Say to a sibling, "Can I join your game?"
Say to a classmate, "Can I play too?"
Explain: "Both listeners know which game I mean."



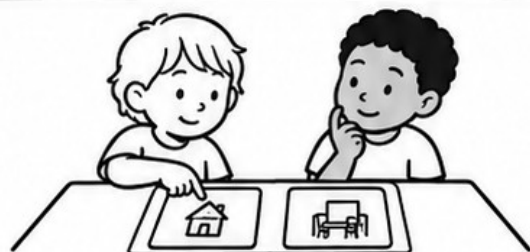
2 Guided practice - 8 min

Compare putting a bag away at home and in class.
Model "Where does my bag go?" and "Where should I put my bag?" A shared sentence is acceptable.



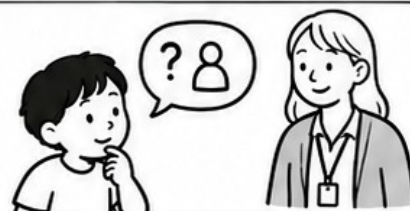
3 Try it - 12 min

Place two context cards on the reusable mat.
Say the same need, and try a message for each listener.
Partner roles; swap roles.
Use the scaffolded mat if helpful.



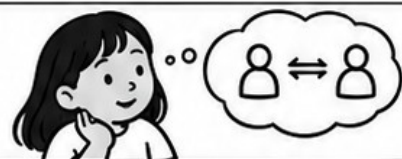
4 Check - 5 min

Change sibling to teacher in a pretend game.
Ask what to say and what the listener needs to know.
Record words or choices.



5 Reflect - 5 min

Ask "Did you need to change your words? Why or why not?"



Support

- Adult reads labels.
- Use people pictures and a joining/bag symbol.



Extension

- Add a listener who does not know which game or bag; include useful detail.



Misconception

- Every switch needs different words.
- Correction: Keep wording when it is already useful.

Follow-up

- Compare one request at home and school using imaginary scenes.



Lesson 3: Words that help the listener

35 minutes - flexible transitions



Learning intention:

I can name what I need and make it clearer.



Success:

- Recognise who/where.
- Convey the need.
- Give a simple supported reason.



Materials:

- Paired scene page 2
- message options
- Which Message Helps?
- Practice teacher guide (read the three worksheet needs aloud)
- Presentation slides 10-12.

Launch and model - 5 min

Ask a family member at home and a classmate at the drawing table for a red pencil.

Model "Can I use the red pencil?"

Explain that colour helps the listener choose.

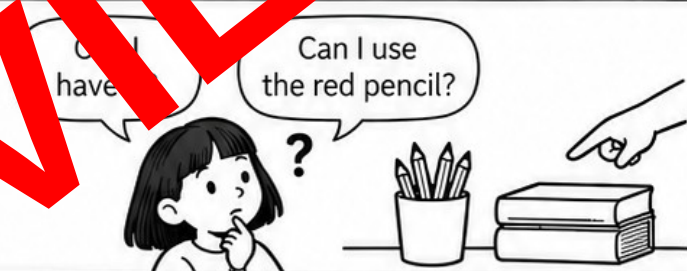


Guided practice - 8 min

Compare "Can I have it?" when no object is shown with "Can I use the red pencil?"

Pointing can also make "it" clear.

Read the reply before choosing a follow-up.

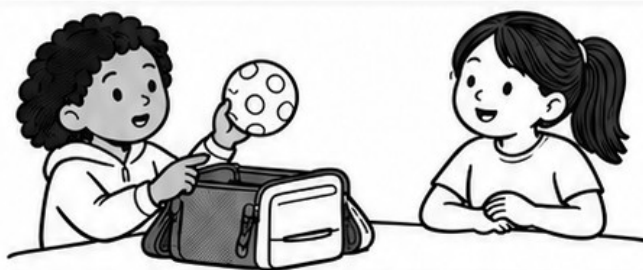


Try it - 12 min

Learners choose an item for a listener; ask for it, hear a reply, and add detail needed.

Complete the three worksheet needs orally or by pointing.

In the bag item, both offered messages work.

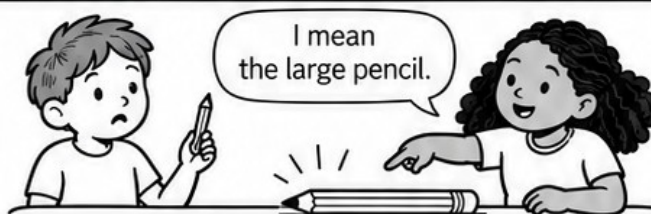


Check - 5 min

Pretend the listener offers a small pencil when a large pencil is needed.

Model "I mean the large pencil."

Learners repair one message.



Reflect - 5 min

Ask: Which detail helped your listener?

Explain or point to the useful detail.



Support:

- Offer red-pencil/ball pictures and two read-aloud choices.
- Accept AAC plus pointing.



Extension:

- Give a reason or repair a different misunderstanding.



Misconception:

Please is the only sign of a useful request.

Correction: Evaluate clear respectful meaning, not one compulsory word.



Follow-up:

- Try clear item requests during shared drawing.

Lesson 4: Changing places changes the message.

35 minutes - flexible transitions.

Learning intention:

I can think about the place as well as the person.



Success:

Recognise who/where, convey the need and give a simple supported reason.

- ☒ Who/where
- ☒ Need
- ☒ Simple reason

Materials:



Talking in Two Places display



paired scene pages 3-4



One Need, Two Messages



Presentation slides 13-16

1. Launch and model - 5 min

A familiar adult meets a child at home and helps at school. Model "Hi! I am home." and "Hi! Where does this bag go?" Explain how the situation changes what information is useful.



4. Check - 5 min

Show a friend library helper and a book-return need. Ask what to say and why. Record a context-linked reason.



2. Guided practice - 8 min

Compare putting a book away at home and returning it in a library. Ask WHO, WHERE and NEED. Read possible messages; an adult equals-formal rules.



3. Try it - 10 min

Partners choose a paired scene. Keep the person familiar but change home to school/library. Try wording that meets the current need. Use the worksheet by drawing, pointing or scribing.



5. Reflect - 5 min

Ask "What did the place help you decide?"



Support:

Use home/school/library pictures and sentence starters.



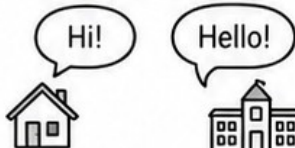
I need ...

This goes to ...

Can you help me ...?

Extension:

Explain when the same greeting can fit both places.



Misconception:

Home language is wrong at school.



Correction:

Respect home languages and dialects; explore choices that help the listener.

Follow-up:

Try return/pack-away messages in classroom routines.



Lesson 5: Scene switch and useful repair

35 minutes - flexible transitions

Learning intention

I can adjust or clarify a message when something changes.



Success

- Recognise who/where.
- Convey the need.
- Give a simple supported reason.



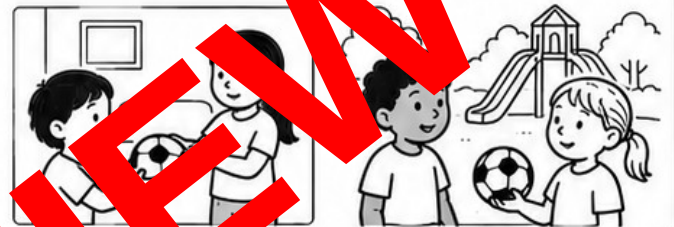
Materials

- Scene-Switch Trail board, rules and cards
- practice teacher guide
- Presentation slides 17-20.



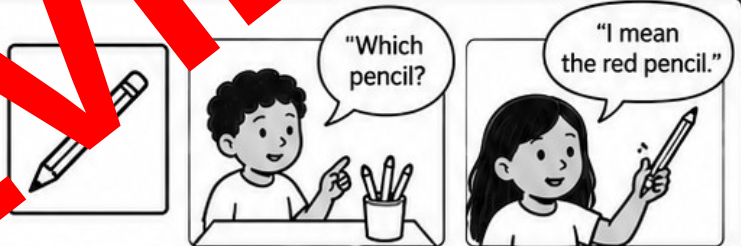
Launch and model - 5 min

- Keep borrowing a ball as the need.
- Change sibling at home to friend in the playground.
- Try "Can I borrow the ball?" in both; add detail only if useful.



Guided practice - 8 min

- Draw the red-pencil need and two contexts.
- Model a listener's "Which pencil?" then reply "I mean the red pencil."
- Explain that asking again is useful.



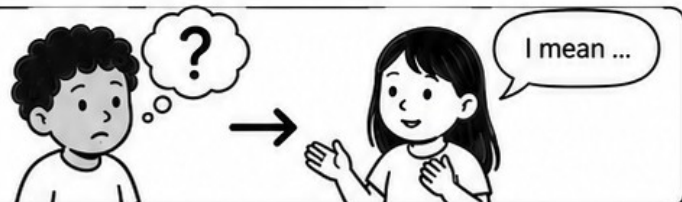
Try it - 12 min

- Partners play the scene stop to.
- Draw one need and two contexts.
- Communicate, switch context and try again; the listener says "I understood..."
- Swap roles. Moving is optional; no speed winner.



Check - 5 min

- Ask for a clearer message after a pretend misunderstanding.
- Record the repair.



Reflect and safety - 5 min

- Read "Help! I am hurt."
- Explain that urgent direct help is appropriate.
- Discuss calmly; never act out injury or danger.



Support

- Adult reads cards.
- Choose contexts and needs deliberately.
- Accept AAC/pointing.



Extension

- Decide whether to keep or change a useful message and give a reason.

Misconception

- A short urgent message is rude.

Correction

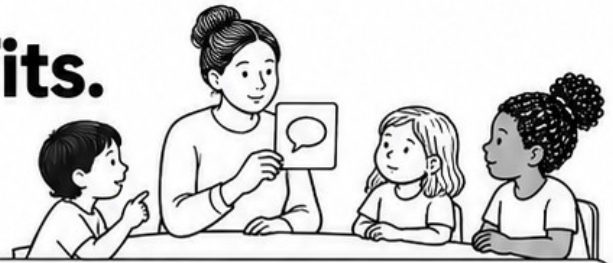
- Getting help quickly matters.

Follow-up

- Practise "Can you show me?" when classroom directions are unclear.

Lesson 6: Show what fits.

35 minutes - flexible transitions.



Learning intention:

I can choose useful messages and explain one choice.



Success:

Recognise who/where, convey the need and give a simple supported reason.



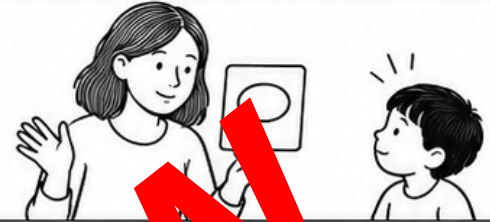
Materials:

Talk That Fits learner prompts and observation record; rubric; 10-question quiz. Presentation slides 21-24.

1

Launch and model - 5 min

Remind learners of WHO, WHERE and NEED without rehearsing the assessment answers. Use a simple unrelated greeting example.



2

Guided review - 8 min

Read selected quiz questions aloud and discuss more than one possible message. Accept AAC, pointing and home-language responses.



3

Show learning - 12 min

Meet with learners individually with a supported listener. Present home zip-help and classroom tray-help prompts. Change the classroom listener from teacher to classmate. Ask what to say, hear clearly and ask what fits. Use new scenes, not copied worksheets yet and



4

Record and check - 5 min

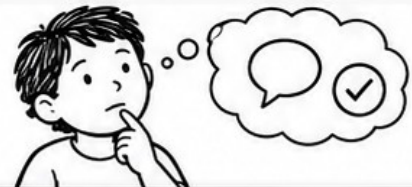
Note correct words/choices, person/place recognition, adjustment and reason. Document support. Apply the four-dimensional rubric; do not score accent, eye contact, confidence or spelling.



5

Reflect - 5 min

Each learner chooses one useful request to use in an everyday routine.



Support:

Rehearse the process with different props; allow adult/AAC support and teacher scribing.



Extension:

Explain why unchanged wording still works or add helpful detail for a new listener.



Interpretation:

A missing spoken explanation may need supported choices, not a confidence judgement.



Follow-up:

Reobserve during borrowing or packing away and plan targeted support.

People, Places, Messages.

WHO?



WHERE?



WHAT I NEED?



Home - family adult



Classroom - teacher



More than one message can work.

Talking in Two Places

Home - family adult

Where does my bag go?

By the door.



Classroom - teacher

Where should I put my bag?

On your hook.



Same need: a place for my bag.
More than one message can work.

Relationship picture cards 1



Family adult at home



Sibling at home



Classmate in class



Teacher in class



Librarian in library



Shop assistant in shop



Read labels aloud. Notice who and where.



Relationship picture cards 2



Family adult at school



Sibling in playground



Classmate in library



Teacher in playground



Librarian in school



Shop assistant at a market

Read labels aloud. Notice who and where.

Puzzle help

A child needs help fitting a puzzle piece.



Home - family adult



Classroom - teacher

Join a game

A child wants to join a shared board game.



Home - sibling



Classroom - classmate



Who? Where? What do I need?
Try a message in both places.

Paired scene cards 2

A place for my bag

A child with a bag needs to know where to put it.



Home - family adult



Classroom - teacher

A red pencil

A child doing a drawing needs a red pencil.



Home - family adult



Classroom - classmate

Who? Where? What do I need?
Try a message in both places.



Paired scene cards 3

Greet a familiar adult

A child arrives and wants to greet the same familiar adult.



Home - family adult



School - family adult

Put a book away

A child needs to know where to put a book.



Home - family adult



Library - librarian



Who?



Where?



What do I need?

Try a message in both places.

Paired scene cards 4

Borrow a ball

A child wants to borrow a ball.



Home - sibling



Playground - friend

Make it clearer

A child needs the LARGE pen, but the listener has offered a small pencil.



Home - family adult



Classroom - classmate

Who? Where? What do I need?
Try a message in both places.

What do I need?

Help with a puzzle.



WHO: family adult

WHERE: home



Can you help me?

WHO: teacher

WHERE: classroom



**Can you help me
fit this piece?**



Both messages can work.

Try your own clear message.

Compare-and-Try



What do I need?



First scene

WHO



WHERE



New scene

WHO



WHERE

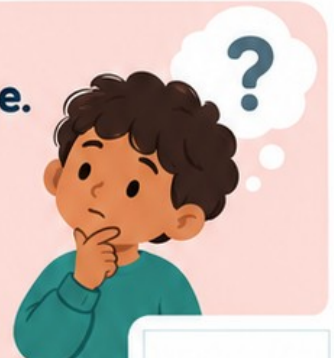


PREVIEW



Place cards. Point, say or show a message.
Switch scenes and try again.

Do the same words still work? Why?



Message options 1



Can you help me?



Can I join your game?



Where does my bag go?



Can I use the red pencil?



Can you show me?



Hi! I am home.

Read aloud. Several messages fit more than one scene.



Can I play too?



Where should I put this book?



Can I borrow the ball?



I mean the large pencil.



Hello! Where does this go?



Help! I am hurt.

Read aloud. Several messages fit more than one scene.
Urgent direct help is useful. Never act out injury.

Spot the People and Place. Name: _____

Listen. Point or circle the person and place. Then draw or tell.

1.



Person



Family adult

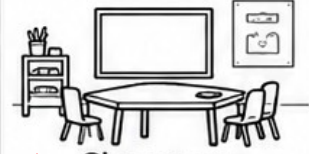


Teacher

Place



Home



Classroom

2.



Person



Family adult



Teacher

Place



Home



Classroom

3.



Person



Librarian



Classmate

Place



Library



Playground

Show another person and place. Tell your teacher.

Spot the People and Place. Name: **ANSWERS**

Listen. Point or circle the person and place. Then draw or tell.



Person



Family adult



Teacher

Place



Home



Classroom



Person



Family adult



Teacher

Place



Home



Classroom



Person



Librarian



Classmate

Place



Library



Playground

Show another person and place. Tell your teacher.

Example: a child and sibling at home.

Other clear person/place examples are accepted.

One Need, Two Messages

Name: _____

Listen to each need. Try a message for both scenes.
Point, draw, speak or ask for scribing.

1. Help with a puzzle

Home - family adult



Classroom - teacher



2. A place for my bag

Home - family adult



Classroom - teacher



Who?



family adult



teacher

Where?



home



classroom

One Need, Two Messages

Name: **ANSWERS**

Listen to each need. Try a message for both scenes.
Point, draw, speak or ask for scribing.

1. Help with a puzzle

Home - family adult



Can you help me with this puzzle?

Classroom - teacher



Can you help me fit this piece?

2. A place for my bag

Home - family adult



Where does my bag go?

Classroom - teacher



Where should I put my bag?

Examples only. Other clear messages can fit; the same words may work in both scenes.

Who?



family adult



teacher

Where?



home



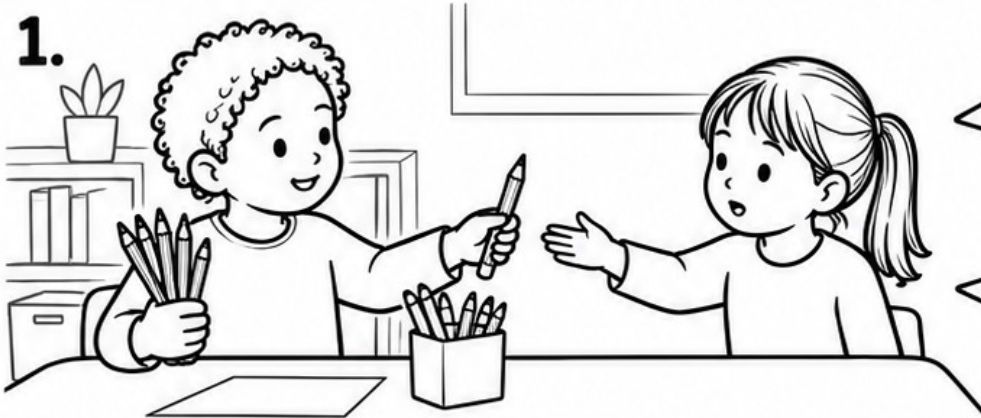
classroom

Which Message Helps?

Name: _____

Listen. Point or circle a useful message. Sometimes BOTH work. Tell why.

1.

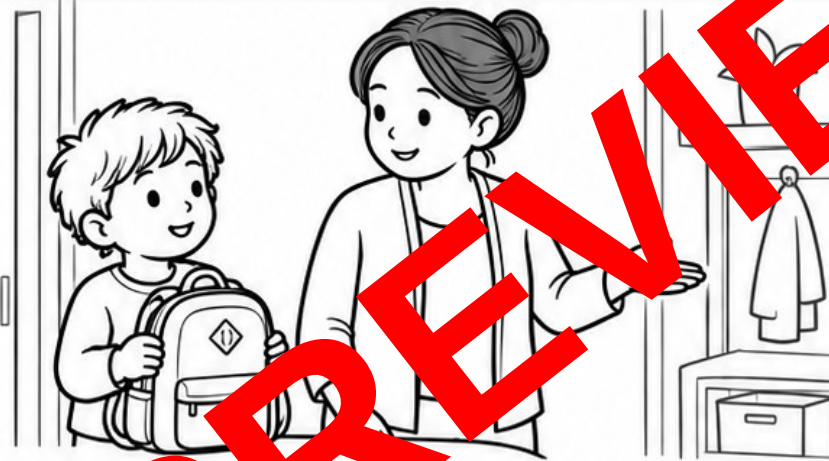


Can I use the red pencil?

Where is my bag?

Why? Say or show. _____

2.

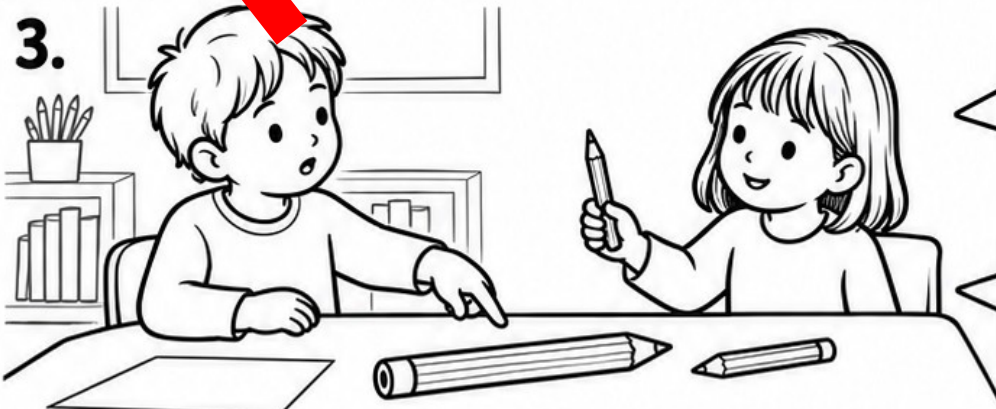


Where does my bag go?

Where should I put my bag?

Why? Say or show. _____

3.



I mean the large pencil.

Hi! I am home.

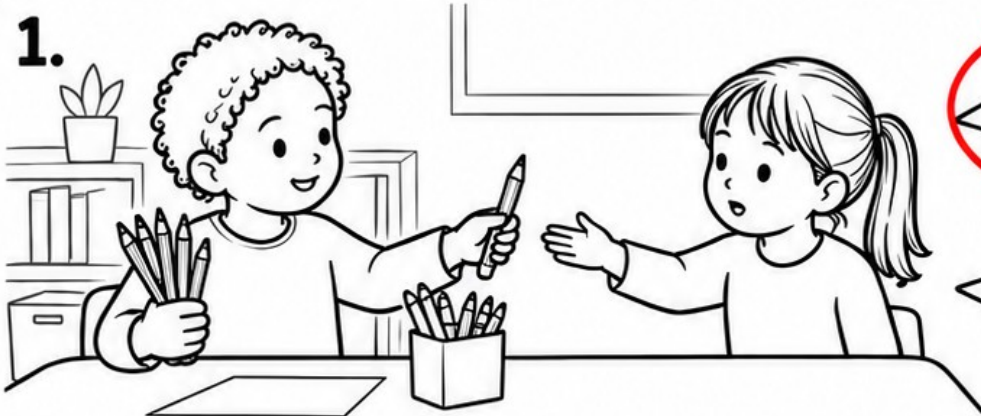
Why? Say or show. _____

Which Message Helps?

Name: **ANSWERS**

Listen. Point or circle a useful message. Sometimes BOTH work. Tell why.

1.

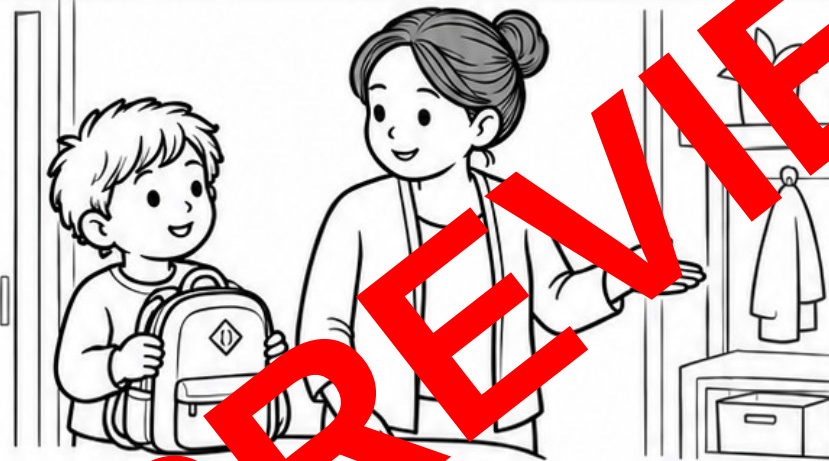


Can I use the red pencil?

Where is my bag?

Why? Say or show. **It names the pencil needed**

2.

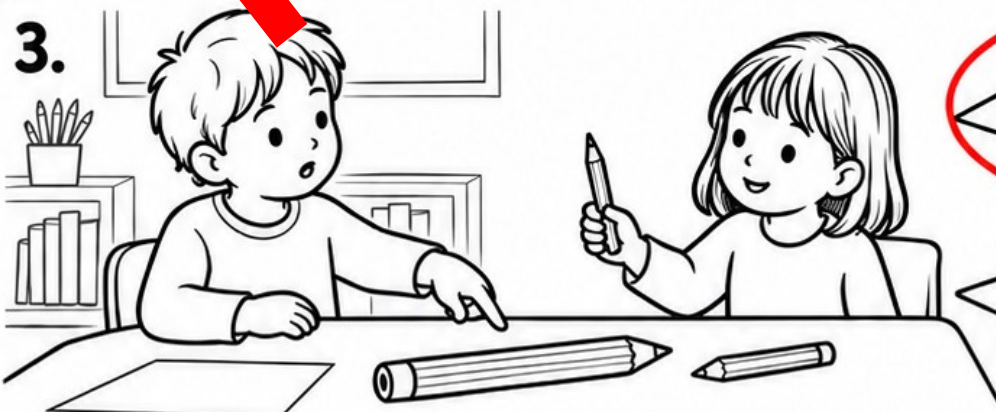


Where does my bag go?

Where should I put my bag?

Why? Say or show. **Both ask where the bag goes.**

3.



I mean the large pencil.

Hi! I am home.

Why? Say or show. **It makes the size clear.**

Accept other relevant reasons, including pointing or AAC.

Scene-Switch Trail



Choose a need.



Try a message.



Switch the scene.



Try again.

Move at your own pace.

Scene-Switch Trail: How to play.

You need:

the board, need cards, context cards and counters.

An adult reads the cards.

Teacher cuts the cards or supports safe cutting.



1 Choose one need card.

Keep this need for the turn.



2 Choose two different context cards.

Notice WHO and WHERE.



3 Try a message in the first scene.

Your partner replies.



4 Switch to the second scene.

Keep the need card. Change the message so it fits.



5 Your partner says:

"I understood..."

Explain one choice.
Swap roles.



6 Move to the next space.

Finish after six turns, or stop when ready.



Choose spaces without moving if you prefer.
A die is optional. There is no speed winner.

Cues:



WHERE?



WHAT DO I NEED?



What helps the listener?



If unclear:



"Can you show me?" or
"I mean the large pencil."



Access:



speak, point, use AAC, rehearse with an adult or ask for scribing.

Safety:



"Help! I am hurt" is a valid urgent message.

Discuss calmly; never act out injury or danger.



Home - family adult



Home - sibling



Classroom - teacher



Classroom - classmate



Playground - friend



Library - librarian

Choose two contexts. Keep the need the same.

Scene-Switch Trail: Need cards



Help with a puzzle



Join a game



A place for my bag



Use a red pencil



Put a book away



Borrow a ball

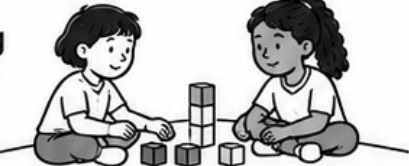


Keep one need. Try it in two contexts.



Practice teacher guide.

Possible messages, not single correct answers.

Scene	Possible wording	Why it helps.
Puzzle, family adult at home 	Can you help me with this puzzle?	Names the help needed.
Bag, teacher in class 	Where should I put my bag?	Asks for the class location.
Game, sibling or classmate 	Can I join your game?	Makes joining the game clear.
Red pencil, family or classmate 	Can I use the red pencil?	Specifies the item.
Book, librarian 	Where should I put this book?	Requests location information.
Large pencil misunderstanding 	I mean the large pencil.	Clarifies the size.

Worksheet 3 scene prompts:

- 1 In class, you need a red pencil from a classmate.
- 2 At home, you need to know where to put your bag.
- 3 In class, you need a large pencil but a classmate offers a small one.

Read each need aloud before the learner chooses and gives a reason.

- Many clear messages work with several people. Familiarity is not a fixed adult/formal rule.
- Accept home languages, dialects, AAC, pointing, adult rehearsal and scribing.
Ask about WHO, WHERE and NEED; listen to the reply.
- Misconceptions and corrections: "One sentence for one person" – judge the situation.
"Please is compulsory" – judge clarity and respect. "Direct urgent help is rude" – getting help quickly matters.
- Safety example: "Help! I am hurt." Discuss only; never simulate danger.
- Prompt for reasons: "How does your listener know what you need?"

Assessment: Talk That Fits

Name: _____

Look at the person and place. Say or show what you need.
Tell why your message fits.

1. Home



You need help with your jacket zip.

My message:

Why?

2. Classroom



You need to know where this tray goes.

My message:

Why?

Switch the person: now ask a classmate in the same classroom.
Do your words still work? Try them.



Assessment: Observation record

Learner: _____ Date: _____ Access/support used: _____

Read the learner prompts. Hear the reply. Record exact words or supported choices. Accept several clear responses.

Task	WHO and WHERE recognised	Exact message or choice	Reason or adjustment
1 Home: zip help			
2 Classroom: tray location, teacher			
3 Same class: switch to classmate			

Possible examples:

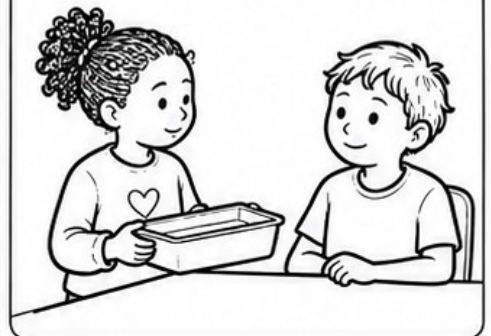
Home: Can you help with my zip?
It is stuck.



Class: Where does this tray go?
I need to put it away.



Switch: the same clear request
may work with a classmate;
add detail if needed.



Examples only, not scripts. Use the rubric for all four dimensions. Document support rather than penalising the response mode.

Next teaching step / everyday follow-up

Rubric: Talk That Fits

Learner: _____

Date: _____



Dimension	With support	Developing	Independently
Person and setting	Identifies who/where with pictures or modelling.	Identifies some people/settings; occasional cue needed.	Identifies the relevant person and setting.
Relevant need	Communicates the need with modelled choices.	Conveys the need; some detail may be needed with a prompt.	Conveys a clear relevant need for the listener.
Responds or adapts	Rehearses a reply; repair with adult support.	Keeps or changes the message after a cue.	Responds, clarifies, or keeps/changes useful wording when context changes.
Context-linked reason	Provides a modelled reason with support.	Gives a simple reason with a prompt.	Gives or shows a simple reason linked to person, place or need.

Accept speech, home language, dialect, AAC, pointing, rehearsal and scribing. Record support and exact evidence. Independent means without an additional teaching cue; an access tool may still be used.

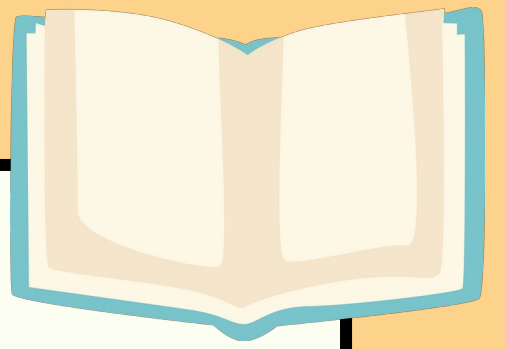
The same message can fit two contexts. Do not score eye contact, accent, spelling, volume, confidence or compulsory please.

Evidence / next step

Talking at Home and School Foundation



Our learning



Notice WHO WHERE and NEED.

Try useful messages.

Tell how your words fit.



Who is involved?



Family adult, sibling, classmate or teacher?

Who can hear your message?

Print a version on a picture card.



Where are we?



Home, classroom, playground or library?

Look for clues in the scene.

What does the speaker need?



Puzzle help at home



A family adult can help with a puzzle.

“Can you help me with this puzzle?”

I can help with that piece.”



Puzzle help in class



A teacher can help with a puzzle.

“Can you help me fit this piece?”

“This edge goes beside the blue piece.”



Compare the messages



Both children need puzzle help.

Who and where changed?

Could the same near words work twice?



Joining a game



To a sibling: “Can I join your game?”

To a classmate: “Can I play too?”

Both responses make joining clear.



A place for my bag

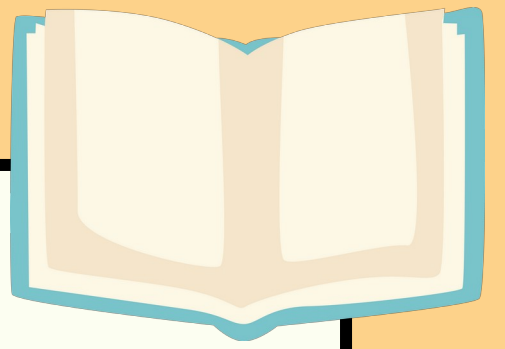


At home: “Where does my bag go?”

In class: “Where should I put my bag?”

Try either message in both places.





Useful information

Your listener may need more detail.

“Can I use the red pencil?”

Which word tells us the pencil needed?



Listen to the reply



“Which pencil do you mean?”

“The red pencil beside the book.”

Words for pointing can make it clearer.



Try a clear request



Ask a family adult for a red pencil.

Now ask a classmate at the drawing table.

What helps each listener understand?



One person, two places



A familiar adult meets you at home.

Now the adult is helping at school.

Think about what is happening here.



Greetings that fit



At home: "Hi! I'm home."

At school: "Hi! Where does this bag go?"

A greeting can include a useful question.



Putting a book away



At home: “Where does this book go?”

At the library: “Where should I put it?”

Pointing can make “it” clear.



Many messages can work



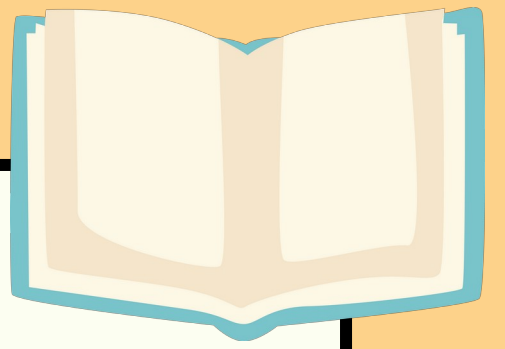
Clear, respectful words can help many people.

Home languages and dialects are welcome.

Explain what helps your listener.



Borrowing a ball



To a sibling: "Can I borrow the ball?"

To a playground friend: the same request.

Change words only when useful.



Make it clear



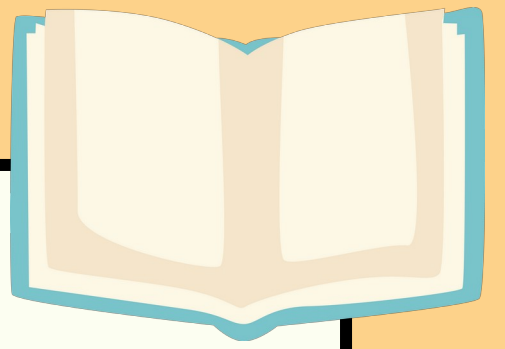
You need a large pencil, not a small one.

“I mean the large pencil.”

“Can you show me?” also asks for help.



Urgent help



“Help! I am hurt!”

A direct urgent message is useful.

Tell a trusted adult. Discuss calmly.



Scene switch



Keep one need. Choose two contexts.

Try a message; hear the reply.

Switch the person or place and try again.



Tell your reason.



“I named red so you know which pencil.”

“I asked where because I must put it away.”

Which reason fits your chosen message?



Show what fits



Notice the person, place and need.

Say, point or use AAC to show a message.

Try again when the person changes.



Useful everyday task



What message could you use when drawing?

What could you ask when packing away?

All of these show why it helps.





Well Done!

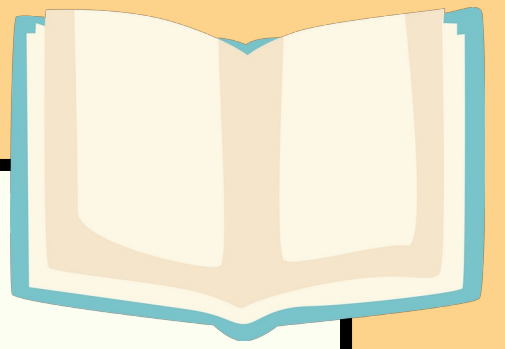


PREVIEW

Talking at Home and School Quiz Foundation



Question 1: Who is listening?



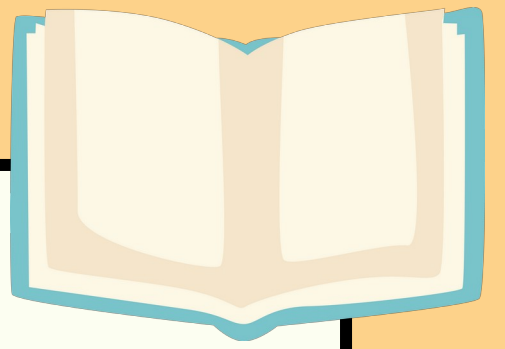
You ask your teacher in class:

“Can you help me with this puzzle?”

Who is listening?



Answer !



The teacher is listening.

The setting is the classroom.



Question 2: Where does it happen?



A child asks a family adult about a bag
by the front door at home.

Where does the exchange happen?





Answer 2

At home.

The front door is a setting clue.



Question 3: Which message helps?



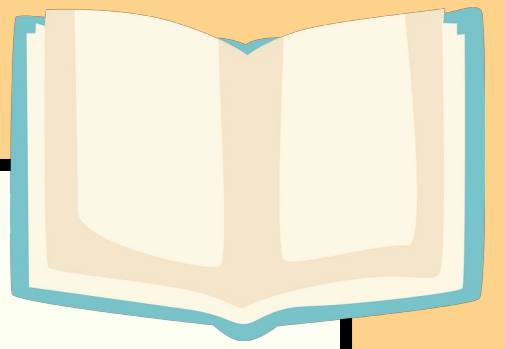
You need the red pencil a classmate holds.

“Can I use the red pencil?”

or “Where is my bag?”



Answer 3

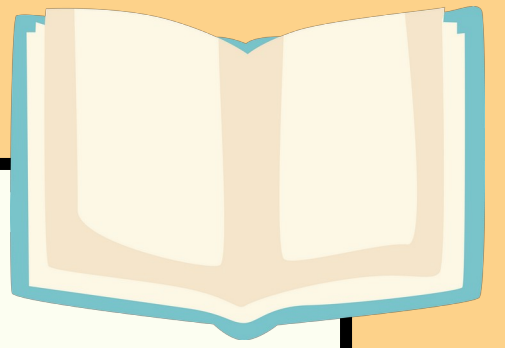


“Can I use the red pencil?”

It isn't the item you need.



Question 4: Can be in work?



You need to put your bag away at home.

“Where does my bag go?”

“Where should I put my bag?”





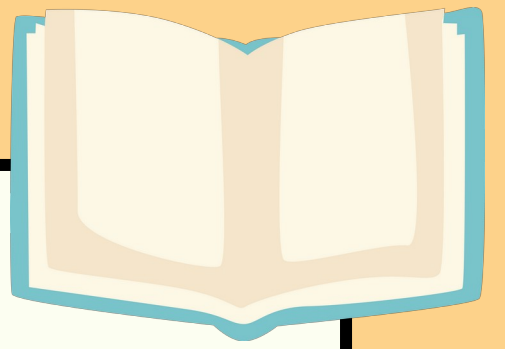
Answer 11

Both can work.

Both can work for a place for the bag.



Question 5: Change the listener



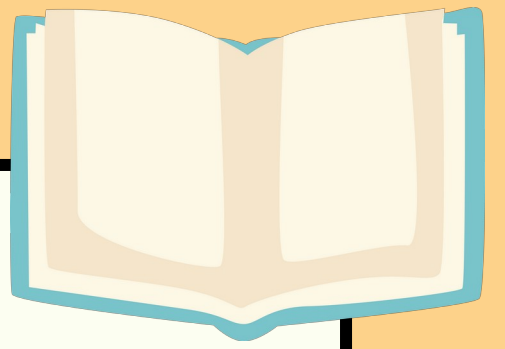
You ask a sibling, “Can I join your game?”

Now ask a classmate in class.

Could the same words still work?



Answer 5

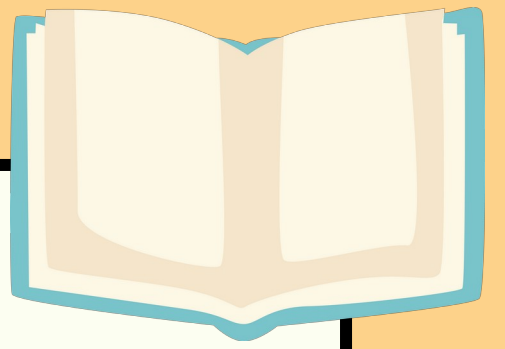


Yes, when the name is clear.

You may keep the words or add useful detail.



Question 6: Change the place



A familiar adult meets you at home
and is helping in class the next day.

What could you do when you need a bag hook?



Answer C

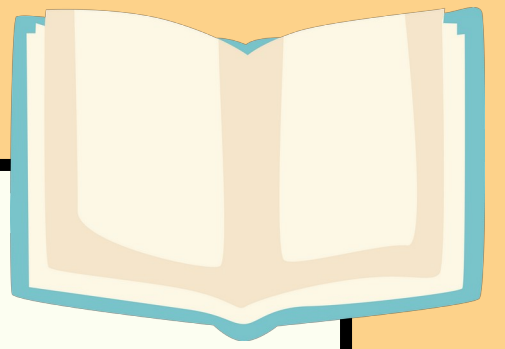


“Hi! Where does my bag go?”

Other clear bag-location questions also fit.



Question 7: Make it clearer



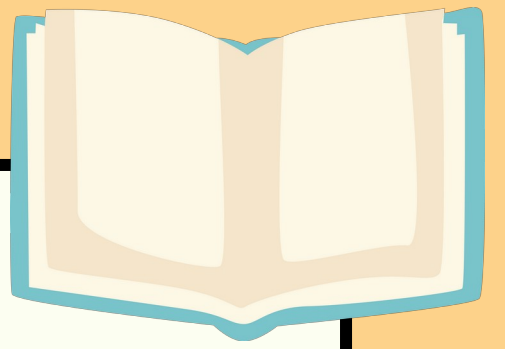
A classmate offers a small pencil.

You need a large pencil.

What could you say or show?



Answer 7



“I mean the large pencil.”

Pointing to the large pencil can help too.



Question 8: Why those words?



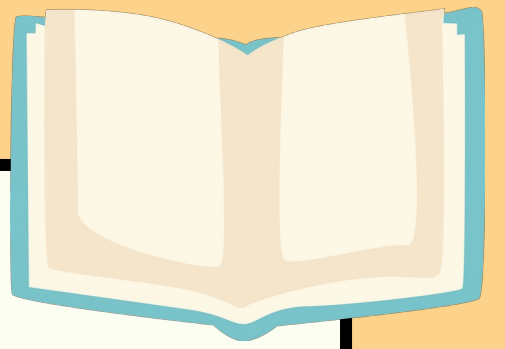
You ask a librarian:

“Where should I put this book?”

Why is that question useful?



Answer 8



It asks for the book return place.
The librarian can give that information.



Question 9: Urgent help



A child needs urgent help.

Is “Help! I am hurt” a useful message?

Discuss the pretend example calmly.



Answer a

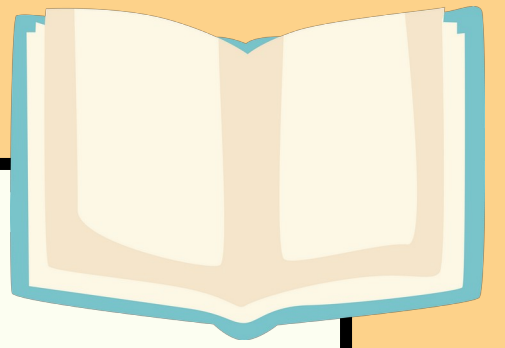


Yes. Getting help quickly matters.

A direct urgent message is appropriate.



Question 10: Try and explain



At home, ask a family adult for a red pencil.

In class, ask a classmate for it.

Try a new tag for each and tell why it fits.



Answer is



Example: “Can I use the red pencil?”

It makes the item clear in both scenes.

Other clear messages and supported reasons fit.





Well Done!



PREVIEW