

#C Term 4 - Lesson 35

My Australian Holiday - Perth - Grade 5

The Victorian Curriculum (F - 2)

Strand: Communicating, Substrand: Socializing (VCASFC127)

Strand: Understanding, Substrand: Language variation and Change (VCASFU142)

The Australian Curriculum (F - 2)

Strand: Communicating, Substrand: Socializing (ACLASFC127)

Strand: Understanding, Substrand: Language variation and Change (ACLASFU142)

NSW Syllabus Code(s):

Understanding Texts in Auslan: Responding to texts (AU1-UND-01)

Preparation prior to the lesson	The teacher writes the words for the signs taught on the whiteboard. Reference for student's fingerspelling if they need it and to assist the teacher.	
Learning Intention	Learn some Auslan signs related to a visit to Perth.	
Success Criteria	 Recall the Auslan sign for Perth. Recognise (see and know) the Auslan signs taught. Correctly sign the Auslan signs about the Perth visit. 	

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	Introduction: Introduce the topic - My Australian Holiday - Perth	
	Take a trip to Perth with Elvin and Franco and join in the fun! Learn some new Auslan signs about their travel adventure. Perhaps you've been to Perth and know about this.	
	Did you recall the Auslan sign for Perth, taught last lesson and revised today?	
	 (Start of Lesson) Read and discuss the Learning Intention and Success Criteria. Check for understanding, clarifying vocabulary as necessary. 	
10 mins	Explicit Teaching: Watch the video Use teacher discretion to decide if the class needs to watch any part of the video a second time. Signs taught this lesson: Plane miss, Bell tower, history, Fremantle, market, (Rottnest) Island, Quokka, cute, furry, agree.	Lesson 35 video
5 mins	 Practice the signs taught. Discuss quokkas. What do we know? See Quokka facts at the base of this column for some ideas. Fingerspelling circle - "Quokka!" - The students sit in a circle facing inwards. - The teacher says the first word for a sign taught. e.g. market The students go around the circle spelling a letter at a time for the word market - student 1 - fingerspells M, next student A etc until complete. After the letter T, the next student must sign Quokka and CA Quokka - quokka face, ears, nose, climbing etc. or sign quokka and sign something about them, e.g. Quokka climb good. 	

	- The teacher provides the next word to be fingerspelt history - and so it goes with fingerspelling a letter by each following student in turn. After the Y, the next student signs quokka and does CA of quokka - whatever they think (note the Quokka facts) - Continue until all the signs are fingerspelt, with Quokka at the end of each word. Some students may refer to the words on the whiteboard for spelling if they need support. What do we know about quokkas? Quokka Facts: About the size of a cat Reported to have a unique smile! They smile a lot. Can climb trees. Great climbers. Have a teddy-bear like face - small face, nose, ears. They're friendly (but still a wild animal) They re herbiferous (vegetarian) They don't require much water, as they get it from their food. They're not afraid of humans, but they are nocturnal (come out mostly at night)	
15 mins	Activity:	
	Practice the signs together.	
	Discuss quokkas. What do we know? See Quokka facts listed for some ideas.	
	Fingerspelling circle - "Quokka!"	
5 mins	 Reflection with Students: (Select from the following options) Has anyone been to Perth? (plane 4 hours?) Did you visit the Bell Tower or see any Quokkas? Perhaps someone has seen quokkas at the Zoo. Describe them. Were you able to fingerspell the words for the signs? Who made the best quokka? Was that fun? Does anyone 'go for' the Fremantle Dockers football team? 	

SIGN REFERENCE SHEET: Aus Holiday WA.pdf