



## #C Term 3 - Lesson 30

### Revision - Auslan Storybook 'Boy' - Grade 2

<p><b>The Victorian Curriculum (F - 2)</b>  Strand: Communicating, Sub-strand: Creating (VCASFC132 and VCASFC133)  Strand: Communicating, Sub-strand: Reflecting (VCASFC137)  Strand: Understanding, Sub-strand: Systems of Language (VCASFU141)</p>	<p><b>The Australian Curriculum (V9 1 - 2)</b>  Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03) and (AC9L2AU2C04)  Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U02)</p>
<p><b>NSW Syllabus Code(s):</b>  Understanding texts in Auslan: Responding to texts (AUE-UND-01)  Role of language, culture and identity: Identity of the Deaf community (AUE-RLC-01)</p>	

<b>Preparation prior to the lesson</b>	If the school has the text 'Boy' by Phil Cummings, have it available for reference for the activity.
<b>Learning Intention</b>	<p><b>I will</b></p> <ul style="list-style-type: none"> <li>Follow the story in Auslan, with book picture support.</li> <li>Understand the concept of Boy's communication and communication strategies.</li> </ul>
<b>Success Criteria</b>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>Discuss the story and the Auslan storytelling.</li> <li>Use Constructed Action (CA) to represent parts of the story.</li> </ul>

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p><b>Introduction:</b> Introduce the topic - <b>Auslan storybook - 'Boy' by Phil Cummings.</b></p> <p>Today we have the book 'Boy' by Phil Cummings. Ben tells the story in Auslan.</p> <p>It's an interesting story about Boy who is Deaf. He uses signing and other strategies to communicate with hearing people.</p> <p>The story mentions that 'Boy' communicates with 'dancing hands'.</p> <p>Take note of what happens at the end of the story. Enjoy!</p> <p>(Start of Lesson)</p> <ul style="list-style-type: none"> <li>• Read and discuss the Learning Intention and Success Criteria.</li> <li>• Check for understanding, clarifying vocabulary as necessary.</li> </ul>	
10 mins	<p><b>Explicit Teaching:</b> Watch the video</p> <p>Use teacher discretion to decide if the class needs to watch any part of the video a second time.</p> <p><b>Taught this lesson:</b> To watch and understand an Auslan story about a Deaf boy who solves the town's problems. Identify and understand Boy's communication strategies.</p>	Lesson 30 video
5 mins	<p><b>Explanation of Activity:</b></p> <ul style="list-style-type: none"> <li>• Discuss the story as a whole class group. <ul style="list-style-type: none"> <li>- the characters, the events, the conversations, the ending.</li> </ul> </li> <li>• The teacher tells about a part of the story, e.g., <ol style="list-style-type: none"> <li>1. At the start when Boy would communicate in his way and the villagers (and others) did not understand.</li> <li>2. When Boy was in danger and the Knights tried to warn him.</li> <li>3. When Boy asked the King and the Dragon why they were fighting (how did he do this?)</li> </ol> </li> </ul>	

	<p>4. The King and Dragon's responses.</p> <p>5. The ending</p> <ul style="list-style-type: none"> <li>- with each part of the story the teacher asks a small group of students to show/represent this with CA - Constructed Action. They can use some signs also.</li> <li>- so several small groups will represent the story in sequence.</li> </ul>	
15 mins	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Discuss the story as a whole class group.</li> <li>• Represent the story in sequence using CA (Constructed Action) and signs.</li> </ul>	
5 mins	<p><b>Reflection with Students:</b> (Select from the following options)</p> <ul style="list-style-type: none"> <li>• In the story, what do they call Boy's signing? (dancing hands) The people can see his hands moving but don't understand the meaning.</li> <li>• Did you understand the story, with the signing and the pictures?</li> <li>• What is the boy's name? (Boy)</li> <li>• Who are the main characters in the story?</li> <li>• How is the problem resolved?</li> </ul>	