



## #C Term 2 - Lesson 16

### Back to Basics - Alphabet, Colours, Family - Grade 5

<p><b>The Victorian Curriculum (F - 2)</b>  Strand: Communicating, Sub-strand: Translating (VCASFC134)  Strand: Communicating, Sub-strand: Informing (VCASFC130)  Strand: Communicating, Sub-strand: Informing (VCASFC131)</p>	<p><b>The Australian Curriculum (V9 1 - 2)</b>  Strand: Communicating meaning in Auslan, Sub-strand: Interacting in Auslan (AC9L2AU2C01) &amp; (AC9L2AU2C03)  Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U02)</p>
<p><b>NSW Syllabus Code(s):</b>  Interacting in Auslan: Using features of Auslan to communicate (AUE-INT-01)  Understanding Texts in Auslan: Responding to texts (AUE-UND-01)</p>	

<b>Preparation prior to the lesson</b>	
<b>Learning Intention</b>	<p><b>I will</b></p> <ul style="list-style-type: none"> <li>• Revise the Auslan Alphabet.</li> <li>• Revise signs for colours</li> <li>• Revise the signs for family members.</li> </ul>
<b>Success Criteria</b>	<p><b>I can</b></p> <ul style="list-style-type: none"> <li>• Recall and fingerspell the Auslan Alphabet.</li> <li>• Recall and sign previously learnt colour signs.</li> <li>• Recall and sign previously learnt family signs.</li> <li>• Create an Auslan clause (3-4 signs/fingerspelling).</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 - Back to Basics - Alphabet, Colours and Family.</p> <p>Today our focus is revising signs taught some time ago. As we've learnt so many signs, although we have used them since, it is a great idea to revisit signs that we want to recall and use in our Auslan communication.</p> <p>Perhaps some students can recall these and others need assistance. Either way it's best to revise and practice. Being able to recall basic Auslan signs taught, really helps with future learning and our Auslan communication.</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>Signs taught this lesson:</b> Revision of the previously taught signs of Alphabet, Colour and Family.</p>	Lesson 16 video
5 mins	<p><b>Explanation of Activity:</b></p> <ul style="list-style-type: none"> <li>• Quickly revise together the alphabet, the family signs, and colour signs.</li> <li>• <b>Auslan Clauses (using fingerspelling and known/revised signs):</b> <ul style="list-style-type: none"> <li>- Students work with a partner to practise and plan an Auslan clause (3-4 signs) and can use fingerspelling too. e.g. <i>sister E L L A hair black, Father car T O Y O T A white</i>. Assist each other with ideas and correct signs.</li> <li>- Return to the class group to share their clauses. Can the students read back their message?</li> </ul> </li> </ul>	<p><b>Examples of clauses:</b></p> <p>sister ELLA hair black</p> <p>father car TOYOTA white</p> <p>brother ED eye brown</p> <p>Uncle BARRY tall man</p> <p>CITY tram green have</p> <p>Tree tall wind FALL</p>

	<ul style="list-style-type: none"> <li>● <b>If time - Build a story -</b></li> <li>- Students sit in a circle. First student gives a sign (preferably start with a colour). The next student repeats the sign(s) and adds to it. Each student adds a sign attempting to create a relationship between the signs and create a story. Fingerspelling can be used when a sign is not known and to continue the 'story'.</li> <li>- This will take some thought and others may assist when a student is 'stuck' for ideas/signs.</li> <li>- At some point you will need to stop and start a new story!</li> </ul>	<p>Example -</p> <p>brown dog name FRED swim water cat white dog see run</p>
15 mins	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Revise together the alphabet, the family signs, and colour signs.</li> <li>● Create Auslan Clauses 3-4 signs, using fingerspelling and known/revised signs. Share the clauses.</li> <li>● Build a story (signs and fingerspelling).</li> </ul>	
5 mins	<p><b>Reflection with Students:</b> (Select from the following options)</p> <ul style="list-style-type: none"> <li>● Which sign groups were you able to recall most easily?</li> <li>● Which signs did you forget?</li> <li>● Was it helpful to have a lesson revising these?</li> <li>● Were the students able to combine signs and fingerspelling (alphabet) words?</li> <li>● Was it challenging to 'Build a Story'?</li> </ul>	