



## Auslan Education Services

### #B Term 2 - Lesson 14

### Fingerspelling - Grade 3

<b>The Victorian Curriculum (F - 2)</b> Strand: Communicating, Sub-strand: Translating (VCASFC134) Strand: Understanding, Sub-strand: Systems of Language (VCASFU138) Strand: Understanding, Sub-strand: Language Variation & Change (VCASFU142)	<b>The Australian Curriculum (V9 1 - 2)</b> Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C04) Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U01) & (AC9L2AU2U03)
<b>NSW Syllabus Code(s):</b> Creating text in Auslan: Vocabulary, grammar and text structures (AU1-CRE-01)	

Preparation prior to lesson	Print the student response sheets for writing their answers to the video fingerspelling, that can be pasted into their books (or have them draw a grid directly into their Auslan books).
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Learning Intention	I will <ul style="list-style-type: none"> <li>learn to, and practice, reading back fingerspelling.</li> <li>write the word when I recognise it - when fingerspelling is either fast, medium or slow.</li> </ul>
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Success Criteria	I can <ul style="list-style-type: none"> <li>recall the letters of the Auslan Alphabet.</li> <li>watch carefully and read back fingerspelling /words and write them on a sheet.</li> <li>fingerspell simple words for others to recognise.</li> </ul>
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Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p><b>Introduction:</b></p> <p>Introduce the topic - Fingerspelling Today Elvin will fingerspell words for you to see and recognise. He will tell you the category e.g. Animals, Things around the house and Breakfast foods. This will make it easier for you to begin with. Firstly he will spell the word quickly, then medium pace and finally more slowly. Write down the word when you recognise it in the correct spot (fast, medium or slow) on the sheet. Don't be worried if it's tricky at first. With practice you'll improve. Have fun and do your best!</p> <p><b>(Start of Lesson)</b></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>	Provided above
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:</b> Recognising fingerspelling - words in categories: animals, things around the house and breakfast foods.</p>	Lesson 14 video
5 mins	<p><b>Explanation of Activity:</b></p> <ul style="list-style-type: none"> <li>• Practice the Auslan alphabet together and go through the vowels too.</li> <li>• Students break into small groups of 4-5. They decide on categories e.g. colours, then animals, then class names.</li> <li>• The first person fingerspells to the person beside them, who 'reads back' and identifies the word.</li> <li>• That person continues by fingerspelling another 'colour' word to the person beside them. After a few turns when the colours</li> </ul>	See Fingerspelling Practice Response sheet below:

	<p>are exhausted move to the next category and continue.</p> <p>If time: Practise combining words, e.g. colour + animal (fingerspelling both).</p>	
15 mins	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Practice the Auslan Alphabet, to revise.</li> <li>• Small group activity fingerspelling words of a set category (colour, animal, class names)</li> <li>• Combine words - fingerspell colour + animal.</li> </ul> <p>Remember it is always best to fingerspell clearly and not rush, as people might find it difficult to 'read back'.</p>	
5 mins	<p><b>Reflection with Students:</b> (Select from the following)</p> <ul style="list-style-type: none"> <li>• Was it easy to recall the Auslan alphabet?</li> <li>• What made it more difficult to identify the word?</li> <li>• Did you confuse the vowels? Practice will help this.</li> <li>• Share with your class which time you mostly recognised the word - fast, medium or slow.</li> <li>• Was it helpful to know the category e.g. animal? Why?</li> <li>• Remember when there is fingerspelling in Auslan communication, you will probably have context/other clues to help you know what the word might be</li> </ul>	